DOCUMENT RESUME

ED 337 885 EA 023 411

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TITLE Sustained Business Involvement in State School Reform: The South Carolina Story. Supporting Leaders for Tomorrow, Occasional Paper #9.
INSTITUTION Institute for Educational Leadership, Washington, D.C.
PUB DATE Aug 89
NOTE 32p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
AVAILABLE FROM Publications Department, Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($6.00).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Corporate Support; *Educational Change; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS *Partnerships in Education; *South Carolina

ABSTRACT

In South Carolina, reform through the Educational Improvement Act (1984) and business-education partnerships are paying dividends in school improvements and gains in student performance. One key factor is the continued involvement of business leaders and business organizations in monitoring and supporting full implementation of reforms. Four stages of business involvement are described. The first is the development of reforms and ownership where contributions by business leaders' included a privately funded poll, grassroots advice, and business leaders' participation in reform strategy. The second is the selling and promotion of reforms and funding using strategies such as a media campaign, speakers bureau, and information packet. Third, implementation of reforms was supported by a variety of means, including helping individual schools and monitoring implementation. Fourth, business helped to maintain momentum for reforms by fending off attempts to freeze or repeal reforms, by recognizing successes and thus retaining interest, and by pursuing improvement. A new school reform package, called Target 2000, emphasizes new or expanded initiatives that include dropout prevention, basic and higher order thinking skills, and expanded partnerships. A number of examples of improved outcomes and performance are listed. Funding issues are described with conclusions and implications. Information on the Institute for Educational Leadership is appended. (RR)

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SUSTAINED BUSINESS INVOLVEMENT IN STATE SCHOOL REFORM: THE SOUTH CAROLINA STORY

OCCASIONAL PAPER #9

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SUSTAINED BUSINESS INVOLVEMENT IN STATE SCHOOL REFORM: THE SOUTH CAROLINA STORY

OCCASIONAL PAPER #9

Terry Peterson, Executive Director
Joint Business-Education Subcommitte
of the South Carolina Education Improvement Act

The Institute for Educational Leadership, Inc.
Edna McConnell Clark Foundation
August 1989

PREFACE

With the support of the Edna McConnell Clark Foundation, the Institute for Educational Leadership (IEL) has been exploring the evolving relationship between the public schools and the business community. IEL has been particularly interested in examining the extent of business involvement with and commitment to resolving the complex issues pertaining to educational reform.

As we pursue these important issues, we would like to share our information with interested parties from the worlds of business, education, and government.

The enclosed Occasional Paper #9, Sustained Business Involvement in State School Reform: The South Carolina Story, represents the ninth of a series of Occasional Papers on Business-Education Relationships which IEL will disseminate periodically. We would welcome your reactions to this description of what may well be the nation's most sustained effort by business leaders to influence state educational policy.

Terry Peterson, the author of this Occasional Paper, is currently Executive Director of the Joint Business-Education Subcommittee of the South Carolina Education Improvement Act and was formerly the Education Advisor to Governor Richard Riley. While Mr. Peterson, because of his own direct participation in the issues discussed, is hardly a disinterested observer, we believe that the insights he provides will be of great interest and value to educational policymakers and business leaders in other states.

William S. Woodside
Former Chairman and
Chief Executive Officer
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August, 1989

SUSTAINED BUSINESS INVOLVEMENT IN STATE SCHOOL REFORM: THE SOUTH CAROLINA STORY

To be successful, major educational reform in a state requires comprehensive actions over a substantial period of time. The involvement of business leaders and organizations with state government leaders and educators can be a significant, positive force that contributes to sustained statewide reform. South Carolina business leader Montez Martin explained the positive force this way:

> "When business leaders, educators and political leaders get behind a good cause and push together we make an unbeatable team--even when the odds are against us."(9)

In South Carolina, education reform and business-education partnerships are paying dividends in school improvements and gains in student performance. The involvement of business in school reform in South Carolina has taken place in essentially four stages:

- Developing reforms and ownership,
- Selling and promoting the reforms and funding,
- Supporting implementation of the reforms, and
- Maintaining momentum for the reforms.

Translating good educational ideas into action throughout a state is not an easy challenge. It is difficult enough to garner the support to enact major reforms in education; it is more difficult to fund them. These difficulties are vividly reflected by a newspaper headline, "They Said It Couldn't Be Done, But Riley Works a Miracle,"(12) after the South Carolina General Assembly passed and funded the Education Improvement Act (EIA) of 1984. Along with former Governor Riley's leadership, another ingredient in the "miracle" was business involvement. Jack Rogers, Speaker Pro Tempore of the South Carolina House explained it this way:

> "Our business community didn't just watch the sausage being made, they were willing to get in and do some of the grinding themselves."(11)

The enormous effort of passing and funding reform often masks the even greater difficulty of implementing the reforms and sustaining the momentum once they are passed, particularly if the reforms are innovative. Complex systematic reforms, will take time to phase-in and work out the "bugs." In addition, educational reform laws which started out to be progressive may be easily watered-down to "Pablum" in a later amendment or through the regulation process or even worse, rest idle on the

statute books due to lack of funding or poor implementation. Also, it is not uncommon for exciting pilot projects to remain in only a few schools and never be implemented statewide. Yet, for reforms to have any impact, they must affect large number of schools, students, and educators.

In South Carolina, the original intent of reforms in the Education Improvement Act (EIA) has been essentially maintained. In general, the 61 initiatives in the EIA were either fully implemented by the end of the 1988-89 school year or are scheduled to be fully phased-in by the end of the 1989-90 school year. One key factor contributing to this success has been and remains the continued involvement of business leaders and business organizations in monitoring and supporting full implementation of the reforms.

STAGES OF BUSINESS INVOLVEMENT IN SOUTH CAROLINA'S REFORM MOVEMENT

The evolution of the business-education partnership in South Carolina's school reform movement has taken place in four stages over six years. The stages have been:

- **Developing reforms and ownership,**
- **Selling and promoting the reforms and funding,**

- **Supporting implementation of the reforms**, and
- **Maintaining momentum for the reforms.**

What follows is a list of the diverse ways business has participated in each of the stages of school reform with specific comments which illustrate the South Carolina experience.

Developing Reforms and Ownership

Business leaders contributed in at least six ways to developing the reforms and building statewide acceptance of the reforms in South Carolina:

Polling Data Contributed An Understanding of Reform Politics. A privately funded poll(3) identified far more public support for school reform and funding in South Carolina than the proponents anticipated. These polling data also helped to inform strategists of alternative reforms which had a chance of being enacted.

Both the public and teachers were more favorable toward incentive pay than other options. The poll identified an approach to deal with this controversial strategy for rewarding productive teachers. This information helped avoid a possible intractable log-jam on one critical issue in developing South Carolina's reform package.

Independent Studies Helped Sort Out Key Issues. Business and civic leaders desired an independent out-of-state review of alternatives to address specific problems in South Carolina schools (i.e., strategies in improving student performance in the basic skills) before recommendations were finalized. Mr. W.W. (Hootie) Johnson, now Chairman of the Board of NCNB of South Carolina, raised the money for the studies and in turn contracted with the Education Commission of the States to perform the work.

Because the studies were privately funded, they were quickly conducted and targeted to issues of direct concern to the business community and the blue-ribbon committees developing the reform package. Delays often attendant to a government bidding process were avoided.

Grassroots Advice Sought. Business organizations, education associations, parent and civic groups participated with the Governor's Office and State Department of Education in sponsoring education forums in each region of the state. Approximately 13,000 people participated in discussion groups and offered advice on the directions of the reform package.(16)

Hot-lines, staffed by volunteers, allowed citizens to call a central number and make recommendations. Together, these actions helped build statewide ownership of the reforms and added local refinements to the initiatives.

Business Helped Gain Support of State Government Leaders. The support of individual business leaders and certain organizations helped "bring to the table" government and educational leaders who had different philosophies or were of different political persuasions. For example, by signaling early in the EIA development process their support for a sales tax increase to fund the reforms, key business leaders gave leverage to former Governor Riley and the EIA blue-ribbon committees to encourage educators and legislators to discuss comprehensive, bold reforms.

This aspect of business involvement was evident not only in 1983 with the development of the EIA, but also in 1988 and 1989 with the development of a sequel reform package to the EIA called "Target 2000" or "EIA II." By 1988 and 1989, many state government leaders (i.e., governor, legislative chairmen of education committees and legislative chairmen of finance committees) had changed since the passage of the EIA. Once the "Target 2000" or "EIA II" proposal had been developed, two business organizations--the South Carolina Chamber of Commerce and South Carolina Textile Manufacturers Association--assisted in calling a press conference to announce the introduction of the new reform package in the legislature. Their involvement helped unify the efforts of the governor, state superintendent, leadership from both houses of the General Assembly and representatives of all the education associations.

Top Leaders from Business Elevated Debate. The involvement of top business leaders on the blue-ribbon committees developing the EIA elevated the importance and visibility of the educational debate in developing reforms. Their involvement also focused the discussion on major issues and solutions. Because of the time constraints of top leaders, their involvement in the decision-making process was enhanced by organizing discussions around broad policies and directions through a blue-ribbon committee structure chaired by the governor with the vice-chair being the State Superintendent of Education, Charlie Williams.

Business Representatives Helped Hammer Out Details of Reform. While it is important for top leaders in business to focus on the long-term and broad goals of reform, it is also critical that their representatives be willing to work through the details of the development and promotion of the reforms with substantial and ongoing involvement of educators through some task force structures.

Several committees composed of educators and citizens, but chaired by a business person, have been critical in resolving major educational issues in South Carolina's reform effort. For example, the Committee on Financing Excellence chaired by Bill Page, Executive Vice President of U.S. Shelter Corporation, developed the specific strategies to accomplish the broad goals

approved by the blue-ribbon committee chaired by former Governor Riley. Furthermore, during implementation of the reforms, a committee composed primarily of educators was chaired by John Lumpkin, Jr., a partner in the McNair Law Firm, who helped work out the details of the Teacher Incentive Pay Program.

Selling and Promoting the Reforms and Funding

Media Campaign Helped Sell Reforms. A media campaign involving television, radio, bumper stickers and newspapers was extremely helpful in heightening the awareness of the new reforms and needed funding for the EIA. This campaign, "A Penny for Their Thoughts," also tended to raise the public's expectations of schools--a key ingredient to building a more effective school environment. The polling data gathered to inform the development of the reforms also informed the design of the media campaign.

Speakers Bureau Promoted Reforms. A speakers bureau composed of citizens, representatives of businesses and educators helped explain the need for the reforms. Keys to the success of the speakers bureau were the provision of model speeches, question-and-answer sheets, and training for the speakers as well

as the designation of a coordinator to locate speaking opportunities and to match speakers with these opportunities.

The speakers bureau focused on community clubs, religious organizations, PTA's, educational associations and civic organizations. Some 500 speeches were given over a six month period leading up to the legislative session.

Information Packets on Reforms Gave Needed Detail. Most news coverage about the reform efforts tended to focus on either controversial items, a few main points or the funding of the reforms. Most persons interested in public education required much more information about the needs, rationale for and explanation of the reforms. Brief, attractive pamphlets written in lay language were very helpful in building understanding of the reforms.

Handouts explaining the education needs and the content of the proposed reforms for South Carolina were developed. For example, Education Improvement Act--Briefing Notes(18) provided the floor leaders in the House of Representatives with details of the reforms and a rationale for each subsection of the legislation. Another document developed later and called The New Approach To Educational and Economic Excellence In South Carolina(19) was targeted to business people.

Networking Provided Rapid Response to Enact Reforms. Several studies have indicated that part of South Carolina's success in educational improvement is attributed to the coalition of state leaders working together for the reforms and the networking of state leaders and organizations with their local colleagues.(2,22) University of Washington researcher Bill Chance labeled this networking a "T Formation."(2) The South Carolina's "T-Formation" allowed a rapid flow of information during the development, promotion and implementation of the reforms between the state and local levels.

This networking often was needed because of the time lag and insufficiency of information from traditional sources of school news. For example, a telephone network between state level organizations supporting the reforms (i.e. the metropolitan chambers of commerce, educational associations, and the State PTA) and their local constituents enabled them to quickly rally telephone calls or arrange state house visits to advocate the passage of the EIA.

Supporting Implementation of Reforms

Business Leaders and organizations have supported the implementation of the education reforms through a variety of means:

Providing A Helping Hand to Individual Schools. While it is very important for business to be involved in the development and promotion of educational reforms, it is also important that businesses and their employees be involved with individual schools and school districts as volunteers and as partners. Adopt-a-school programs provide additional adults and resources in schools. In South Carolina, these partnerships were actually written into the EIA. One of the seven major divisions of the law is entitled "Creating More Effective Partnerships Among the Schools, Parents, Community and Business."(4) Furthermore one subsection of the law requires "Increasing the Participation of Business and Industries in the Public Schools."

The formation of an office in the State Department of Education to encourage active promotion of partnerships by business organizations, such as local chambers of commerce, facilitated the formation of school-business partnerships. Such partnerships have grown from 800 in 1983 to approximately 6,000 in 1989.(7) In surveys, business and school people both give South Carolina's adopt-a-school program high ratings and indicate a willingness to maintain or increase their partnerships.(5)

Veterans of successful school/business ventures, such as South Carolina business leader Bill Youngblood, say that for a partnership to hold together, the following ingredients are essential:

"o Sustained top-level involvement from companies and schools;

o People from both sides who work full time to coordinate the projects;

o Shared goals and responsibilities; and

o The presence of a business intermediary to help move young people successfully from school to work."(23)

Businesses Help With Restructuring. Many new educational reforms necessitate effective strategies for goal-setting, team building, and collaborative decision making at the school level or district level. Having gone through restructuring experiences themselves, many businesses have developed expertise which might be helpful to school personnel. Several businesses in South Carolina's capital city school district, Richland District One, cooperatively conduct seminars and training sessions to help school administrators to be more effective leaders. The training is being expanded to other school districts.

Monitoring Implementation Keeps Reforms on Track. One unique aspect of South Carolina's reform is the retention of the blue-ribbon committees, which developed the educational reform packages, as oversight bodies while the reforms are being implemented. A joint subcommittee of the blue-ribbon committees

serves as an on-going working group to monitor implementation strategies and issue an annual evaluation report to the public on the impact of the reforms.(8) This approach has allowed reasonable modifications to the original reform plans, while retaining the original consensus and intent.

In addition, the evaluation reports of the blue-ribbon committees give state and local leaders recommendations to address future educational needs and problems. A key source of information for the blue-ribbon committees' evaluation reports is the Division of Public Accountability. This Division was created in the Department of Education by the EIA at the recommendation of business leaders. Mr. Clarence Hornsby, President and General Manager of Bowater Carolina, was a strong advocate of creating this special Division to monitor the beginnings of many initiatives in the EIA based on his experience in starting-up a $500 million expansion at his plant. The Division issues an annual assessment report called "What is the Penny Buying for South Carolina?"(5) These studies provide independent annual report cards of progress and project new needs in the state's schools.

Special Initiatives Highlighted Implementation of Reforms. Public debate over new reforms and the funding of them often are highly visible, but it is difficult to maintain public interest in implementation. After the reforms passed, a special program was

organized by the Governor's Office and the State Department of Education so that every school in the state was visited by several business people. These visits were helpful in reinforcing the importance of public schools, educators and the reforms, as well as bringing positive news coverage to many schools which were visited.

A follow-up media campaign two years after the reforms were enacted focused on the need for citizen, business and parent involvement in the schools to help maintain interest in school reform. At the beginning of the third year of the reform implementation, follow-up public forums were held in the evenings around the state to report back to the public, business and educators on the early positive results of the reforms. Eight thousand people attended these follow-up evening forums, maintaining the momentum of the reform effort into the 1986 General Election.

Maintaining Momentum for Reforms

Business assistance has been important in maintaining support for the reforms long after passage of the original EIA. This assistance has been manifested in a number of ways:

Continued Involvement of Business Helps Fend Off Attempts to Freeze or Repeal Reforms. Attempts have been made every year to repeal and freeze various programs in South Carolina's reform package. These actions were defeated by mobilizing business, educational, legislative and citizen leaders who supported the original reforms. The retention of the original blue-ribbon committees and networks maintained the involvement of key actors throughout the reform process. Thus, supporters of reform could be readily mobilized on short notice even years after the reforms were developed.

For example, in the second year of the implementation of the EIA, a state senator proposed repealing the school incentive program, an initiative which gives schools dollar bonuses for making large gains in student performance. Business leaders and legislators involved in passing the EIA, converged on the senator and convinced him to withdraw his bill in order to give the program more time to be evaluated. A later evaluation(5) has given the School Incentive Program high marks, and it appears the program is now well accepted.

Positive Outcomes Publicized Along With New Challenges. Reporting of problems and shortcomings in public schools will naturally happen in the press and media. Highlighting positive outcomes and trends and the meeting of goals requires special public information efforts.

In South Carolina, business and educational groups disseminate evaluation and assessment data coming from the oversight and accountability groups required by the EIA. The evaluations of the Business-Education Committee and the Division of Public Accountability in the Department of Education highlight successes as well as new challenges and remaining problems in the schools. Educators as well as business leaders have responded very positively to the broad-based assessment and evaluation reports.

Recognizing Successes Retains Interest. Often those involved in school reform may be lauded when the reform legislation is enacted, but little praise is provided to educators doing the hard work of implementing reforms and getting results. To provide ongoing support, businesses and business organizations as well as school districts in South Carolina sponsor special recognition programs for educators. Also, South Carolina's Business-Education Committee and Division of Public Accountability in the Department of Education issue reports and do periodic mailings to educators highlighting successes and complimenting them for their hard work. Educational associations and the State Board of Education, in turn, have established recognition programs for government and business leaders who have been involved in school reform efforts.

Continued Pursuit of Improvement Building on Successes. Business leader and the chairman of the Education Committee of the South Carolina Chamber of Commerce, Bob Selman, explained the need for continued reform in Fortune this way:

> "It would be an enormous mistake to assume that this first wave of improvement has fixed the schools in my state or anywhere else and now we can get back to business as usual."(15)

As a result of this concern, the South Carolina Chamber of Commerce has recently formed a permanent education committee and hired a full-time staff person to encourage continuing school reform in the state.

Part of the job of the South Carolina Business-Education Committee is to bring attention on an annual basis to remaining areas of need in South Carolina schools as well as to areas in which more progress is necessary. In addition, in 1988, a new task force of state leaders in South Carolina, chaired by Bob Thompson of Springs Industries, was appointed by state government leaders to study the progress and remaining needs of South Carolina schools. Their report(20) was reviewed and amended by the original committees required by the EIA and then turned into a new school reform package. The new reform package is called "Target 2000" by legislative leaders and nicknamed "EIA II" or the "Thompson Plan" by the press.(7)

"Target 2000" emphasizes new or expanded initiatives focusing on dropout prevention, early childhood development, flexibility and innovation at the school site, higher order thinking and basic skills, arts education, expanded partnerships, broadening accountability measures, recruitment of minority students into teaching and parent education and family literacy.

Fifty minutes before the 1989 session of the South Carolina General Assembly adjourned on June 1, the South Carolina House and Senate concurred on a new reform package for South Carolina building upon the EIA. Governor Carroll Campbell signed "Target 2000" into law on June 20, 1989. A business sponsored luncheon on July 31, 1989, honored 100 leaders in government, education and business for their work in passing "Target 2000," thus bringing to conclusion one six-year cycle of reform and starting another.

THE EIA IS PAYING DIVIDENDS IN SOUTH CAROLINA

Proponents of the EIA enjoyed support from a number of key business leaders from its earliest development to the implementation stage. The EIA reforms have translated into substantial improvements in South Carolina schools and demonstrate the value and importance of building business support for major education reform efforts.

A number of examples of improved outcomes and performance are listed below:

1. South Carolina led the nation in the grade given by teachers to educational reform during the past five years in a study conducted by the Carnegie Foundation for the Advancement of Teaching. (1)

2. The number of students meeting minimum basic skill standards has increased substantially.(5)

3. SAT scores improved to the extent that South Carolina led the nation in points gained over the past five years.(8)

4. Student attendance improved since 1983 to the extent that South Carolina ranked among the top six states in attendance each of the past four years.(8)

5. Advance Placement enrollment (courses offered in high school for college credit) has increased by more than 350 percent, and more students taking the courses are passing the national exams.(8)

6. The percentages of high school graduates going to college and passing freshmen course work have increased to their highest levels in recent history.(5)

7. Overall job placement rates for graduates of vocational programs and in fields related to their vocational training have improved.(8)

8. Overall teacher, parent, and public satisfaction with the South Carolina Education Improvement Act continues to be very high.(5)

9. The improved attitude toward public schools manifests itself further in a shift of almost 6,000 students from private to public schools.(5)

Based on these and other data, the blue-ribbon oversight committees of state leaders in South Carolina found that "South Carolina's schools have made a quantum leap in five years."(8)

IN RETROSPECTIVE, A FEW UNFORESEEN PROBLEMS

Earmarked Funding for EIA Boon, Problems and Boon Again. One of the strengths of the South Carolina Education Improvement Act was the provision of a dedicated source of funding, a one-cent increase in the sales tax, for implementing the reforms in the EIA. This earmarking of funds allowed an orderly phase-in of complex reforms over a period of years, such as early childhood development programs, gifted and talented programs, extra help in the basic skills and a teacher loan forgiveness program, as well as school and teacher incentive pay programs.

An unexpected negative side-effect of the earmarking of revenue for the EIA became apparent after one year of its implementation. After that point in time, any proposed new

initiative in education was received by some state government leaders with the response "take it out of the penny." The earmarked funding from the "penny" was entirely needed through the five-year period of implementation to fully fund the phase-in of the original EIA programs. Raiding the "penny" for other initiatives would have "watered-down" the EIA as well as short changed the new initiatives.

Fortunately, in the 1989 Session of the South Carolina General Assembly, this unforeseen problem has at least been temporarily overcome with the appropriation of almost $10 million for the "Target 2000" or "EIA II" initiatives from the State's General Fund as well as restoring almost $5 million to the original EIA Fund. The oversight committees and several legislative and business leaders played an important role in the resolution of this important issue.

Long-Term Commitment to Real Reform is Longer than Most Leaders Expect. One South Carolina business leader recently told a group studying South Carolina's reform efforts that he signed up for three months to help pass the EIA in 1983 and here it is six years later, and he is still very involved in statewide school reform. This comment reflects the difficulty of and importance of maintaining the involvement in school reform of both business and government leaders over a long period of time. Yet major reforms will take at least 5-10 years to develop and

fully implement statewide. A number of key business leaders have stayed with the EIA from its start to its current almost full implementation stage. Can their interest be maintained and the interest of additional business leaders be gained for another 7-8 years to implement "Target 2000" or "EIA II?"

CONCLUSIONS AND IMPLICATIONS

South Carolina has been a cauldron of educational reform throughout the 1980's highlighted by the comprehensive Education Improvement Act (EIA). With passage of the "Target 2000" legislation in 1989 building upon the EIA, it is hoped that educational advancements will continue well into the 1990's.

Neither the EIA nor "Target 2000" were given a proverbial snowball's chance of winning legislative approval. Once passed, the innovations in the EIA were likewise not given much chance of being fully implemented or yielding good results. Yet, the naysayers were wrong.

Business-education partnerships have played and are playing an increasingly important role in these reform initiatives and are one key ingredient in South Carolina's success in beating the odds. Another key ingredient was the sustained willingness of state government leaders and educators to work cooperatively with business leaders to reform the schools.

School reform is difficult. It takes a long-term commitment to succeed. It takes great persistence and long-term partnerships to make a difference. Why then should business, citizens, educators, government leaders and parents make a significant investment of their time and energy to support school reform initiatives?

Bill Page, a business leader in South Carolina who chairs one of the oversight committees, explains the motivation:

> "With a shrinking proportion of adults with children in the population, parents' and educators' political clout will be substantially reduced. Business may be one natural ally for good schools..."(14)

> "All of us are affected by the education that our children receive or don't receive. Our financial security in retirement, the economic development efforts in our communities, our personal standard of living, and the quantity and quality of job opportunities are all tied to the quality of our public education system.
>
> Computers and technological changes in the workplace and homeplace necessitate better educated citizens. The global marketplace is affecting almost every employer or business large or small."(13)

Given these challenges, the advice of Walter Elisha, Chief Executive Officer of Spring Industries and advocate of school reform, is well worth heeding:

> "If public education is indeed our number one priority, as we are fond of calling it, then reform must become a journey and not a destination."(9)

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ABOUT THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

The Institute for Educational Leadership (IEL) has programs in more than 40 states and is unique among the organizations that are working for better schools. It is a Washington-based nonprofit organization dedicated to collaborative problem-solving strategies for education. IEL works at the national, state, and local levels to bring together resources and people from all sectors of society in a new coalition in support of essential change in schools. IEL works to develop the ideas, leadership, resources, and programs that will enable American education to meet today's challenges, and tomorrow's as well. IEL has four primary components that are the driving forces behind its work. These components are as follows.

1. Coalition Building: Strengthening Business Involvement in Education -- The strength and vitality of business can be traced directly to the quality of the education America's young people--and business's next generation of workers--receive in our schools. IEL forms the crucial link between the schools and the business community to establish dialogue that creates an understanding of the common interests of business and the schools. From its position as a knowledgeable but uniquely independent participant in school reform, IEL brings business and education together to strengthen both.

2. Emerging Trends/Policy Issues: Demographic Policy Center -- America's demographic changes are in evidence everywhere from maternity wards to advertising campaigns, but nowhere are the challenges of these changes more real or pressing than in America's schools. IEL's Demographic Policy Center, headed by nationally prominent demographic analyst Dr. Harold Hodgkinson, is working to generate greater awareness of the forces reshaping our society and to provide services that will make business and political as well as education leaders more responsive to changing needs.

3. Leadership Development: A Motivator for Informed and Pace-Setting Leadership -- IEL sponsors a variety of programs that serve to develop and promote leadership. IEL's Education Policy Fellowship Program gives mid-career professionals the opportunity to explore policy issues and to understand better how policy is influenced. In collaboration with the Education Commission of the States, IEL sponsors the State Education Policy Seminars Program which provides for the exchange of ideas and perspectives among key state-level political and educational policymakers. Through a variety of leadership development services to public school systems, IEL has a learning laboratory to work with school-based staff. IEL and the Office of Educational Research and Improvement, U.S. Department of Education, jointly sponsor the National LEADership Network and work in collaboration with the 51 LEAD centers across the U.S.--with principals, with superintendents, and with other school leaders--to promote leadership in schools.

4. Governance -- IEL's governance work focuses on all levels of education policy and management, with the emphasis on performance and action to help local education leaders sort out appropriate roles, responsibilities, and trade-offs. Currently, IEL is working through it School Board Effectiveness Program to develop leadership capabilities and is examining various aspects of local school boards to enhance their effectiveness as governing bodies. IEL's Teacher Working Conditions Project seeks to understand and address the work place conditions and issues which promote or impede teacher effectiveness in urban school systems. This project is part of the overall national effort to professionalize teaching and to gain greater commitment to excellence in learning.

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